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ABSTRACT

In order to identify and clarify the goals of Allegany Community College (ACC), the Institutional Goals Inventory (IGI), developed by the Educational Testing Service, was distributed to all 77 members of the ACC faculty and 15 administrators, a random sample of 230 part- and full-time ACC students, a random sample of 139 high school juniors in ACC's service area and 139 of their parents, and a group of 103 identified community representatives and leaders. In all, 463 instruments were returned, a 65 percent response rate. The IGI consists of 90 questions concerning college goals and requires respondents to rate how the college (1) is currently emphasizing the function, and (2) should be emphasizing the function. The goals group into 20 goal areas of which 13 are outcome goals and 7 are process goals. In general, each of the groups tended to generate a significantly higher mean score within the "should be" than within the "is" mode. The average mean differences between the "is" and "should be" modes were greatest for the goal areas of intellectual orientation, individual personal development, humanism/altruism, vocational preparation, community, and intellectual aesthetic environment. Tables of data are provided, and detailed information for each of the sample groups is appended. (NHM)

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INSTITUTIONAL GOALS STUDY

June, 1974

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JC 760 180

INSTITUTIONAL GOALS -- ESOTERIC OR EXOTERIC

INTRODUCTION

The community college is a social system, an organization whose reason for existence is public education (Monroe, 1973). As such, the extent of the role, definition, and development of this organization depends upon the extent to which it is effective in meeting its goals (Etzioni, 1964; Peterson, 1971). However, the concept of an "institutional goal" seems to many to be only a verbal abstraction (Peterson, 1971). All to often, the goals of educational institutions, indeed all organizations, whether they be profit-making, nonprofit, high schools, or colleges, are not well understood by members of the institution/organization (Bushnell, 1973).

The Need for Goals

The effects of a lack of a clear definition of goals of an institution are well documented. According to Martin (1969), higher education is experiencing a "vacuum of purpose" which seems to have been partially filled by a conformity to the superinstitutional standard of professionalism. Bennis, Benne, and Chin (1962) have pointed to the tendency toward institutionalization and ritualism that exists in educational institutions, whereby the methods that are used for achieving an esoteric "goal" slowly become to be considered the "goal" itself.

Contemporary pressures of society toward its institutions explicitly point out the need for a clear definition of mission and goals. Gleazer (1973) has gathered data that point to the frustration of professional staff/faculty members caused by the ambiguity of institutional goals. Financial pressures are requiring a determination of priorities, and educational institutions are having difficulty determining these priorities toward which

resources must be applied. Expectations of accountability are increasing, and measures of output must be constructed. An increasing trend toward national and state-level coordination and planning is taking place, and respective roles and missions must be determined. Within the financial arena, Reisman (1969) states that higher education is on a "collision course" caused by a crunch of new demands against limited resources. The AAUP states that "spending should be in accordance to educational goals." In addition, legislatures indicate that they are in need of new patterns of funding for higher education. Given these demands, how will financial allocations that will facilitate effectiveness of the institutions be determined?

In each of the concerns raised above, the start toward resolution is through the development of a clear understanding of the institutional mission and the goals of the enterprise. Without the development of goals, judgements cannot be made on priority selection, faculty training and selection, institutional accountability, institutional and state-wide planning, and institutional financing (Gleazer, 1973). However, the call for a concise statement of goals leads one back to the basic question -- i.e., "What is an "institutional goal?"

According to Parsons (1960), an institution is a subsystem of society and, as such, its goals are merely an extension of what society needs for survival. Simon (1964) defines goals as "value premises" that serve as inputs to decisions. For Etzioni (1964), "an organizational goal is a desired state of affairs which the organization attempts to realize (p. 6)." In the view of Mayo (1973), the desired state of affairs is, by definition, many things to many people, and it is unlikely that there will be a totally unanimous consensus on what the organization should attempt to do, much less on the means of achieving those ends, even in an organization where there is high participation in decision making and strong membership committment.

However, Thompson (1967) points out that while there is never 100 percent agreement among members as to what organizational goals should be, members can articulate a goal that is a desired state of affairs that may conceivably be attained at some future time. This is elaborated upon by Schmuck and Runkel (1972) when they comment on the motivational element of goals:

> The key idea about a goal is that it is an ideal, a "place" toward which we are striving. The motivating thing about a goal is not so much the fact that it is attractive, but the fact that being there is more attractive than being where we are as compared to where we would like to be that motivates us into action. This is true for an organization as it is for an individual. (p. 98).

The Response of Higher Education

How then does an institution of higher education begin to define its mission and goals? Much contemporary research has been directed toward finding the best answer to this question. Two relatively recent efforts toward determining how educational institutions perceive their mission and goals and how those institutions can best strive toward improved mission and goal statements, have been conducted by Peterson (1973) and Bushnell (1973). The Peterson study surveyed 116 colleges in the State of California. Included in the sample were faculty, students, administrators, trustees, and the general public of 69 community colleges.

The findings of the Peterson Study show, among others, the following (Cross, 1974):

(1) Public community colleges express quite different goals from the eight campuses of the University of California except for one -- i.e., "the creation of a strong sense of community on campus should be one of the top three priorities. Trust, openness, and mutual respect among faculty, students, and administration must exist before other purposes can be accomplished."

(2) Community colleges do not see themselves as two-year editions of four-year colleges.

(3) Career preparation and attention to student's personal development are top priorities in community colleges.

(4) Universities show less agreement than community colleges about what they think their institutions should be doing.

(5) University emphasis is given to scholarly, independent, self-motivated study in an environment stressing intellectual and cultural activities. Community colleges, while they think intellectual growth of students is important, are much more prone to assume responsibility for helping students identify their personal and career goals and develop as people and as future job-holders.

(6) Especially university goals seem to be more oriented toward satisfying the scholarly interests of faculty, while the data also indicates that university undergraduates are not nearly as interested in achieving knowledge in the academic disciplines as their faculty would wish.

Bushnell's study (Project Focus, 1973), surveyed faculty, administrators, students, and presidents in 92 public and private two-year colleges throughout the nation. Findings of his study include the following:

(1) Career preparation and personal development are top priorities in community colleges.

(2) Community college faculty and students rate "achieving knowledge" twelfth out of twenty goals.

(3) Community colleges are oriented to serve student needs whatever they may be.

(4) Community college faculty, administrators, and students accept the committment to serve the local community, but at the same time, give high priority to providing higher education to local youth. Lower in priority ranking is responding to the needs of the local community -- students especially rate this lower than faculty and administrators and seem to view the community college as their college.

(5) In regard to egalitarianism -- of contemporary importance to many facets of the nation -- students rank it second, faculty rank it seventh, and presidents rank it as eighteenth in their expressions of priorities.

Both studies found evidence that students seem to be rejecting the traditional notion of teaching only subject matter, in favor of a more flexible approach of teaching the attitudes and skills of learning (Cross, 1974). In addition, both studies brought out the diversity of thinking with regard to institutional missions and goals as expressed by the constituent groups of the institutions surveyed.

The readers of Peterson's study and Bushnell's study will inevitably vary widely in their agreement and/or disagreement with the viewpoints of the study samples. This variance is, of course, caused by the readers' different values, experiences, and beliefs. However, whether one agrees that post-secondary educational efforts should be geared more toward academic achievement or toward personal development, for example, is not important. The important factor is that constituent groups of any educational institution be acutely aware of the desires, needs, and viewpoints of each other, and where these desires, needs, and viewpoints fit into the total mission of the institution. Only then can institution-wide acceptance of individual differences exist and only then can truly comprehensive effort toward education of students take place. We must, therefore, ask what the priorities of the college are, where perceptions differ between the constituent groups, and where the gaps exist between what people think should be emphasized and what they think is being emphasized at the college (Cross, 1974). With a clear definition of mission and goals and with a clear understanding of constituent group differences, each member of an educational institution can vividly identify where his/her efforts, philosophy, and values fit into the total mission, and where they contribute toward the accomplishment of that mission. Determining one's area of contribution to an institution is the first step toward self-identification, self-satisfaction, and peer awareness of the various contributions to the institution, and should result in a decline in the frustration identified by Bushnell. Determining what an institution truly wants to accomplish is also the first step toward the satisfaction of the requirements of accountability, institutional and state-wide planning, professional development, and financing.

The Response of Allegany Community College

In June of 1973, the Office of Institutional Research set out to begin efforts toward the identification and clarification of the goals of Allegany Community College. In planning sessions, it was decided that the following be accomplished:

(1) Data be collected concerning what the constituent groups of the College, the community, and possible future students of the College thought the College was doing at the present time and also what they thought the College should be doing now and in the future.

(2) The data be processed, presented, and analyzed.

(3) The data be presented to a College-wide body that consisted of representatives of each group within the institution, and that the group begin efforts toward the development of specific mission and goal statements for Allegany Community College.

Methods and Procedures. In order to accomplish the tasks outlined, the following methods and procedures were utilized:

(1) A College-wide body consisting of representatives from all constituent groups of the College was appointed by the President and began, along with many other tasks, working with the writer in the planning of the research project.

(2) The Institutional Goals Inventory (IGI), as developed by Educational Testing Service, Princeton, New Jersey, was selected as the survey instrument (see Appendix A).

(3) The IGI was administered to (1) students, faculty, and administrators of Allegany Community College; (2) a random sample of public high school students (eleventh grade) in Allegany County; and (3) a sample of the citizens of Allegany County.

(4) The data was tabulated, processed, and analyzed.

The IGI was distributed to all members of the faculty and administrator groups in January, 1974. A random sample of Allegany Community College students (part- and full-time) was selected and the IGI administered to the

student sample at several testing times during February, 1974. Through the cooperation of the Allegany County Public Schools, the IGI was administered to a random sample of high school Juniors during designated testing times within each of the County's eight high schools in February, 1974.

Table I presents a summary of the sample sizes, the number of returned instruments, and the percent of the total population of each group represented by the returned and completed instruments.

TABLE I

SUMMARY OF THE SAMPLE SIZES AND THE CORRESPONDING NUMBER AND PERCENT OF RETURNED INSTRUMENTS

GROUP	SAMPLE SIZE	% POP. REPRE-SENTED	NO. OF IGI'S RETURNED	% RETURNED	% POP. REPRE-SENTED
ACC Students	230	20.0	141	61.3	12.3
ACC Faculty	77	100.0	54	70.1	70.1
ACC Administrators	15	100.0	12	80.0	80.0
High School Students	139	10.0	139	100.0	10.0
Community	242	---	117	48.3	----

As indicated by Table I, a total of 230 ACC students (a 20 percent random sample of the student body) were selected at random to complete the Institutional Goals Inventory. Of those 230 students, 141 (61.3 percent) returned completed questionnaires, thus representing 12.3 percent of the total student body of the College. The Inventory was distributed to 100 percent of the faculty and administrators of the College, with a total return of 54 (70.1 percent) and 12 (80.0 percent) respectively. The community sample was selected by utilizing a twenty percent random sample of the

parents of Allegany County high school juniors, as well as a group of 103 identified community representatives and leaders. The data collected from each of the groups were analyzed separately.

Presentation of the Data.

The Institutional Goals Inventory consists of 90 questions concerning college goals and requires responses dealing with how the individual feels the college (1) is currently emphasizing the function, and (2) should be emphasizing that function. As such, the IGI consists of 90 "IS" questions and 90 "SHOULD BE" questions. The respondent answers each question by indicating his perceptions of the importance of the goal to the institution on a linear scale of answers. The scale of answers consists of five possibilities with corresponding values or weights -- i.e., "of no importance" (weighted as 1), "of low importance" (2), "of medium importance" (3), "of high importance" (4), and "of extremely high importance" (5). A complete copy of the IGI is presented in Appendix A.

The IGI utilizes various questions to measure the "IS" and "SHOULD BE" emphasis of twenty "Goal Areas." Thirteen of these goal areas are "Outcome Goals," and seven are "Process Goals." Following are the twenty Goal Areas identified and defined, with the numbers of the IGI questions used to measure each goal area:

A. Outcome Goals

1. Academic Development -- this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1, 4, 6, 9)*

2. Intellectual Orientation - this goal area relates to an attitude about learning and intellectual work. Likewise, some conception of the scholarly, rational, analytical, inquiring mind that has perhaps always been associated with the academy or university. (2, 5, 7, 10)

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*Appendix B summarizes group responses to each question of the IGI.

3. Individual Personal Development - this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3, 8, 11, 13)

4. Humanism/Altruism - this goal area reflects a respect for diverse cultures, committment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14, 17, 20, 23)

5. Cultural/Aesthetic Awareness - this goal area entails a heightened appreciation of a variety of art forms, required study in the humanities or arts, exposure to forms of non-Western art, and encouragmenet of active student participation in artistic activities. (15, 18, 21, 24)

6. Traditional Religiousness - this goal area is intended to to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental -- in short, traditional rather than "secular" or "modern." (16, 19, 22, 25)

7. Vocational Preparation - this goal area means offering: specific occupational curricula (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26, 30, 36, 38)

8. Advanced Training - this goal area can be most readily understood simply as the availability of post-graduate education. (27, 31, 32, 41)

9. Research - this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28, 34, 35, 37)

10. Meeting Local Needs - this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29, 33, 39, 40)

11. Public Service - this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. (43, 47 50, 51)

12. Social Egalitarianism - this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills. (42, 45, 48, 52)

13. Social Criticism/Activism - this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society. (43, 63, 49, 53).

B. Process Goals

14. Freedom - this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles. (54, 57, 60, 63)

15. Democratic Governance - this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone at the institution. (55, 58, 61, 64)

16. Community - this goal area is defined as maintaining a climate in which there is faculty committment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators. (56, 59, 62, 65)

17. Intellectual Aesthetic Environment - this goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus. (66, 69, 73, 76)

18. Innovation - this goal area is defined as a climate in which continuous innovation is an accepted way of life, it means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (67, 70, 74, 77)

19. Off-Campus Learning - this goal area includes time away from the campus in travel, work-study, VISTA work, etc; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination. (68, 72, 75, 78)

20. Accountability/Efficiency - this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding courses for program effectiveness, and regular submission of evidence that the institution is achieving stated goals. (79, 81, 83, 87)

The responses of each group on each of the questions in the twenty goal areas of the IGI were tabulated and are presented in Appendix B. The group of four questions that comprise a goal area were then combined and processed as a group or defined goal area. The data were processed in such a way as to produce a mean value and variance for each of the responding groups surveyed for each of the twenty goal areas in both the "IS" and "SHOULD BE" modes. The means for each of the respondent groups were then statistically compared to every other group within both the "IS" and the "SHOULD BE" modes by utilizing the Fisher Least Significant Different (LSD) test (Fryer, 1966). In addition, the "IS" and "SHOULD BE" means and variances of each group were statistically compared by utilizing the t-test of Significance and the F-ratio test respectively. The presentation of these data appears in Table II.

Table II presents a summary of the comparison of the means and variances between and among each of the respondent-groups on each of the twenty goal areas of the Institutional Goals Inventory. Within each goal area, the means of the respondent groups within the "IS" and "SHOULD BE" modes are ranked from highest values to lowest value. Those respondent-group means that were found to be statistically equal (or not significantly different) by the LSD test are connected by lines between the means in both the "IS" and "SHOULD BE" sections of the table. The difference between the "IS" and "SHOULD BE" means for each group is presented with the corresponding t-value generated. Significant t-values, meaning that the "IS" and "SHOULD BE" means are significantly different, are marked with an asterick. It is possible, therefore, to present

TABLE II

SUMMARY OF THE DATA GENERATED BY THE SAMPLE GROUPS ON THE IGI: INCLUDING MEANS, VARIANCES, AND TESTS OF SIGNIFICANCE

VARIABLE	GROUP*	IS		GROUP	SHOULD BE		$\bar{X}_1 - \bar{X}_2$	t-Value
		s^2	$\bar{X}_1$		s^2	$\bar{X}_2$		
Academic Development	A	0.858	3.31	S	0.751	3.83	0.53	5.300*
	S	0.769	3.30	F	0.786	3.78	0.89	5.329*
	HS	0.944	3.03	C	0.807*	3.77	1.14	7.125*
	F	0.737	2.89	HS	1.119	3.58	0.55	4.508*
	C	2.182	2.63	A	1.170	3.35	0.04	0.097
	Av.		3.03	Av.		3.66	0.63	
Intellectual Orientation	S	0.779	2.97	A	0.764	4.04	1.14	3.539*
	A	0.478	2.90	C	0.758*	3.96	1.52	9.547*
	HS	1.040	2.83	F	0.656	3.92	1.17	7.515*
	F	0.665	2.75	S	0.826	3.82	0.86	8.074*
	C	2.210	2.44	HS	1.101	3.60	0.77	6.192*
	Av.		2.78	Av.		3.87	1.09	
Individual Personal Development	F	0.860	3.00	A	0.422	4.56	1.87	7.189*
	S	1.007	2.87	C	0.931*	4.09	-0.46	2.706*
	HS	1.286	2.85	F	0.954	4.00	1.00	5.481*
	A	0.390	2.69	S	0.884	3.99	1.12	9.688*
	C	2.449	2.55	HS	1.188	3.86	1.01	7.557*
	Av.		2.79	Av.		4.10	1.31	

TABLE II
(cont'd)

VARIABLE	GROUP*	IS s^2	IS $\bar{x}_1$	GROUP	SHOULD BE s^2	SHOULD BE $\bar{x}_2$	$\bar{x}_1-\bar{x}_2$	t-Value
Humanism/Altruism	HS	1.129	2.69	C	1.258*	3.63	1.43	8.398*
	A	0.634	2.56	HS	1.354	3.62	0.93	6.946*
	S	0.882	2.48	S	1.174	3.61	1.13	9.374*
	F	0.856	2.41	F	1.345*	3.54	1.13	5.623*
	C	2.134	2.20	A	1.063	3.48	0.92	2.446*
	Av.		2.47	Av.		3.58	1.11	
Cultural/Aesthetic Awareness	S	0.892	2.54	F	0.817	3.40	1.03	6.332*
	A	0.892	2.54	A	0.797	3.40	0.86	2.292*
	F	0.625	2.37	S	1.025	3.17	0.63	5.413*
	HS	0.880	2.32	C	0.925*	2.96	0.98	6.599*
	C	1.655	1.98	HS	1.339*	2.66	0.34	2.686*
	Av.		2.35	Av.		3.12	0.77	
Traditional Religiousness	S	0.743	1.79	C	1.837	2.81	1.07	6.104*
	C	1.758	1.74	S	1.546*	2.55	0.76	5.975*
	F	0.390	1.49	F	1.324*	2.00	0.51	2.883*
	HS	2.061	1.42	HS	3.265*	1.85	0.43	2.192*
	A	0.168	1.21	A	0.943*	1.69	0.48	1.578
	Av.		1.53	Av.		2.18	0.65	

TABLE II
(cont'd)

VARIABLE	GROUP*	IS		GROUP	SHOULD BE		$\bar{X}_1-\bar{X}_2$	t-Value
		s^2	$\bar{x}_1$		s^2	$\bar{x}_2$		
Vocational Preparation	A	1.120	3.67	A	0.925	4.27	0.60	1.453
	F	1.130	3.43	S	0.819	4.11	0.81	6.889*
	HS	1.350	3.10	C	0.902*	4.09	0.55	9.170*
	C	2.441	2.54	HS	1.095	4.08	0.98	7.376*
	S	1.137	2.30	F	0.551*	3.96	0.53	3.013*
	Av.		3.01	Av.		4.10	1.09	
Advanced Training	S	1.264	2.36	S	1.919*	3.12	0.76	5.069*
	C	2.097	2.03	C	1.958	3.11	1.08	5.801*
	F	0.471	1.35	F	1.118*	1.64	0.29	1.701
	A	0.659	1.35	A	1.223*	1.60	0.25	0.631
	HS	1.802	0.66	HS	2.500	0.79	0.13	0.737
	Av.		1.55	Av.		2.05	0.50	
Research	HS	0.991	2.85	HS	1.092	3.36	0.51	4.159*
	S	1.145	2.35	S	1.589	3.08	0.73	5.252*
	C	1.913	1.91	C	1.641	2.89	0.98	5.622*
	F	0.594	1.46	F	1.217*	1.92	0.46	2.527*
	A	0.329	1.27	A	1.218*	1.63	0.36	1.130
	Av.		1.97	Av.		2.58	0.61	

TABLE II
(cont'd)

VARIABLE	GROUP	IS		GROUP	SHOULD BE		$\bar{X}_1-\bar{X}_2$	t-Value
		s^2	$\bar{x}_1$		s^2	$\bar{x}_2$		
Meeting Local Needs	A	0.823	3.33	A	0.892	4.29	0.96	2.539*
	S	1.007	3.10	F	0.874	3.85	0.78	3.951*
	F	1.250	3.07	S	0.965	3.85	0.75	6.353*
	HS	1.156	2.84	C	0.990*	3.80	1.26	7.357*
	C	2.349	2.48	HS	1.303	3.49	0.65	4.878*
	Av.		2.96	Av.		3.86	0.90	
Public Service	HS	1.029	2.75	HS	1.079	3.61	0.86	6.971*
	S	1.050	2.50	S	1.556	3.44	0.94	6.927*
	F	1.180	2.33	A	1.816	3.38	1.09	2.371*
	A	1.020	2.29	F	1.455	3.18	0.85	3.866*
	C	2.115	2.13	C	0.925	2.96	1.13	6.377*
	Av.		2.40	Av.		3.31	0.91	
Social Egalitarianism	S	1.167	2.99	A	1.031	4.10	1.18	2.720*
	A	1.227	2.92	F	1.362	3.61	0.73	3.240*
	F	1.405	2.88	HS	1.150	3.57	0.78	5.972*
	HS	1.213	2.79	S	1.213	3.56	0.57	4.395*
	C	2.201	2.12	C	1.589	3.18	1.06	6.035*
	Av.		2.74	Av.		3.60	0.86	

TABLE II
(cont'd)

VARIABLE	GROUP	IS s^2	IS $\bar{x}_1$	GROUP	SHOULD BE s^2	SHOULD BE $\bar{x}_2$	$\bar{x}_1-\bar{x}_2$	t-Value
Social Criticism/ Activism	HS	1.046	2.67	HS	1.229	3.33	0.66	5.150*
	S	0.884	2.43	S	1.448*	3.23	0.80	6.234*
	F	0.908	2.19	F	1.438	3.00	0.81	3.904*
	A	0.639	2.15	A	1.021	3.00	0.85	2.286*
	C	1.812	1.95	C	1.564	2.97	1.03	6.064*
	Av.		2.28	Av.		3.11	0.83	
Freedom	S	1.082	3.22	A	0.957	3.98	0.77	2.008
	A	0.807	3.21	F	1.090	3.75	0.74	3.729*
	F	1.056	3.01	HS	1.333	3.75	0.78	5.706*
	HS	1.255	2.97	S	1.317	3.67	0.45	3.456*
	C	2.059	2.22	C	1.623	3.05	0.83	4.679*
	Av.		2.93	Av.		3.64	0.71	
Democratic Governance	A	0.674	3.08	A	0.744	4.35	1.27	3.695*
	S	0.960	3.07	F	0.879	3.90	0.99	5.861*
	F	0.676	2.91	S	1.234	3.74	0.67	5.381*
	HS	1.109	2.89	HS	1.166	3.70	0.81	6.319*
	C	2.132	2.36	C	1.349*	3.38	1.02	5.913*
	Av.		2.86	Av.		3.81	0.95	

TABLE II
(cont'd)

VARIABLE	GROUP	IS		GROUP	SHOULD BE		$\bar{X}_1-\bar{X}_2$	t-Value
		s^2	$\bar{x}_1$		s^2	$\bar{x}_2$		
Community	S	0.850	3.30	A	0.219*	4.69	1.88	7.480*
	HS	1.145	2.95	F	0.812	4.14	1.22	7.192*
	F	0.756	2.92	S	0.734	4.03	0.73	6.900*
	A	0.539	2.81	C	1.145*	3.92	1.44	8.333*
	C	2.349	2.48	HS	1.142	3.85	0.90	7.004*
	Av.		2.89	Av.		4.13	1.24	
Intellectual Aesthetic Environment	HS	1.040	2.89	F	0.690	3.77	1.27	7.730*
	S	0.911	2.81	S	0.907	3.76	0.95	8.381*
	A	0.645	3.69	HS	1.112	3.73	0.83	6.659*
	F	0.781	2.50	C	1.208*	3.73	0.39	8.605*
	C	2.025	2.34	A	0.722	3.71	1.02	3.022*
	Av.		2.65	Av.		3.74	1.09	
Innovation	A	0.723	2.85	A	0.509	4.21	1.36	4.244*
	S	0.842	2.81	F	0.736	3.75	1.06	6.602*
	HS	0.991	2.78	S	0.907	3.63	0.82	7.376*
	F	0.669	2.69	HS	1.162	3.44	0.66	5.295*
	C	1.794	2.20	C	1.134	3.34	1.14	7.206*
	Av.		2.67	Av.		3.67	1.00	

TABLE II
(cont'd)

VARIABLE	GROUP	IS s^2	IS $\bar{x}_1$	GROUP	SHOULD BE s^2	SHOULD BE $\bar{x}_2$	$\bar{X}_1-\bar{X}_2$	t-Value
Off-Campus Learning	HS	1.090	2.62	HS	1.324	3.41	0.79	5.984*
	S	0.856	2.01	A	1.436*	3.27	1.06	2.550*
	C	1.618	1.81	S	1.674*	3.07	1.06	7.932*
	A	0.637	1.79	C	1.620	2.90	1.09	6.552*
	F	0.667	1.68	F	1.417*	2.55	0.87	4.456*
	Av.		1.98	Av.		3.04	1.06	
Accountability/Efficiency	F	0.936	3.06	C	1.088*	3.84	1.37	8.019*
	S	0.970	2.99	A	0.780	3.83	1.02	2.708*
	HS	0.986	2.96	F	1.026	3.54	0.48	2.530*
	A	0.922	2.81	HS	1.062	3.54	0.58	4.770*
	C	2.327	2.47	S	1.272*	3.43	0.44	3.496*
	Av.		2.86	Av.		3.64	0.78	

*A = Administrators

C = Community

F = Faculty

HS = High School Students

S = Acc Students

Av = Average

a comprehensive view of the data on the table that the reader may use to see (1) how each group rated the importance of the goal areas, by utilizing the mean values; (2) the homogeniety/heterogeneity within each group, by utilizing the variances; (3) which groups differed in their ratings from other groups and which groups were similar in their ratings, by utilizing the LSD connecting lines; (4) the difference of the ratings of each group between the "IS" and "SHOULD BE" modes by utilizing $\bar{X}_1-\bar{X}_2$; and (5) whether that difference is significant, by utilizing the t-value.

Academic Development. As determined from Table II, with regard to the goal area of "Academic Development," the mean importance of the goal area at Allegany Community College, as indicated by the administrators, is currently 3.31, which is somewhat above "of medium importance." The ACC students rate it at 3.30, the high school students at 3.03, the faculty at 2.89, and the community at 2.63. The Fisher LSD test indicates that the administrators and ACC-student means are statistically equal, the high school student and the faculty means are equal, and the faculty and community means are equal in the "IS" mode. In addition, the average mean value generated by the groups was 3.03, or "of medium importance." With regard to the "SHOULD BE" values, the ACC students rated Academic Development at 3.83, the faculty at 3.78, the community at 3.77, the high school students at 3.58, and the administrators at 3.35, with the LSD test indicating similar means between the student, faculty, and community groups, as well as between the faculty, community, high school, and administrator groups. The average mean value generated was 3.66. The difference between the "IS" and "SHOULD BE" means on Academic Development, as rated by the ACC students is 0.53 which generated a significant t-value of 5.300. The difference between the average mean value as generated by the groups is 0.63. It can also be noted that the community group is significantly more homogeneous in their rating of Academic

Development in the "SHOULD BE" mode than it is in the "IS" mode (an "IS" variance of 2.183 compared to a "SHOULD BE" variance of 0.807).

One can, therefore, conclude from the data on Academic Development that (1) the importance of Academic Development at the present time at Allegany Community College, as perceived by the groups surveyed, is "of medium importance;" (2) that it should be well above medium importance and approaching "of high importance" in the opinions of most of the groups surveyed; and (3) that every group with the exception of the administrators, feels that it should be more important that they perceive it as being at the present time. One may also consider that the community sees the greatest amount of difference between the current importance of Academic Development and what importance they think should be placed upon it at the College.

Intellectual Orientation. With regard to Intellectual Orientation, ACC students, administrators, and high school students rate the current importance similarly at just under "of medium importance," which is significantly higher than the community rating of 0.44 above "of no importance." The faculty group ranks it somewhere in between the top three groups and the community, giving an average "IS" rating of 2.78. Within the "SHOULD BE" mode, administrators, community, faculty, and students provided similar ratings which bordered on "of high importance." High school students rated the goal area lower than the other groups, nevertheless at a relatively high level of 3.60. Average rating of groups within "SHOULD BE" was 3.87 with a difference between average means with "IS" and "SHOULD BE" of 1.09. All groups indicated a significantly higher ranking within "SHOULD BE" than they did within the "IS" mode. In addition, the community group was significantly more homogeneous in their "SHOULD BE" rating than in their "IS" rating. It should be noted that, on the average, all groups would like to see an increase in Intellectual Orientation of more than one full value on the response scale -- i.e., from

approximately "of medium importance" to approximately "of high importance." Of all the groups, the community perceptions of "IS" and "SHOULD BE" show the greatest difference, while high school students show the smallest difference.

Individual Personal Development. As indicated by Table II, the faculty, student, high school, and administrator groups, rate the goal area at close to 3.00, or "of medium importance" on the "IS" mode of the instrument. Once again community rates the goal at a significantly lower value than most of the other groups. The average rating for individual personal development in the "IS" mode is 2.79, approaching "of medium importance." On the "SHOULD BE" side of the table, the administrator group rates the goal significantly higher than the other four groups involved. The average rating for Individual Personal Development in the "SHOULD BE" mode is 4.10, "of high importance." The reader will also note that the administrator group generated the greatest difference between the "IS" and "SHOULD BE" modes (1.87). The average difference was rated at 1.31, with all groups indicating a significant difference between their ratings on Individual Personal Development between the "IS" and the "SHOULD BE" modes. Once again, the community is a more homogeneous body in the "SHOULD BE" mode than it was in the ratings of the "IS" mode.

Humanism/Altruism. The average rating given by the groups within the "IS" mode on the Humanism/Altruism variable was 2.47, with the community group scoring significantly below the high school, administrator, and ACC student groups and the faculty rating it somewhere in between. Within the "SHOULD BE" mode, all groups gave statistically similar mean scores with an average of 3.58. The average difference between the "IS" and "SHOULD BE" means was calculated to be 1.11, with the community group generating the largest difference between the "IS" and "SHOULD BE" means. All groups indicated a significantly higher rating under the "SHOULD BE" mode than in

the "IS" mode. It is, therefore, concluded that Humanism/Altruism is perceived as currently being somewhere between "of low importance" and "of medium importance" at the College, whereas, the groups as a whole indicate that it should be somewhere between "of medium importance" and "of high importance."

Cultural/Aesthetic Awareness. Within the "IS" mode of the Cultural/Aesthetic Awareness goal area, the average rating given by the groups was 2.35, or approximately "of low importance," with the student, administrator, faculty, and high school groups rating it higher than the community group. The average rating for this goal within the "SHOULD BE" mode was calculated to be 3.12, with the faculty and administrator groups scoring statistically similar means which were significantly higher than the community and the high school groups, the high school group scoring significantly lower in the "SHOULD BE" mode than all other groups in the sample. All groups indicated a significantly higher mean in the "SHOULD BE" mode than within the "IS" mode. In addition, the community and the high school groups showed more homogeneity within their scores in the "SHOULD BE" phase than they did within the "IS" phase. On the average, all groups indicated that the current importance of Cultural/Aesthetic Awareness at the institution is somewhere around "of low importance," whereas these groups indicated that it should be "of high importance."

Traditional Religiousness. All groups rated the current importance of Traditional Religiousness at a level which is half way between "of no importance" and "of low importance" within the "IS" mode. There was no significant difference indicated in the mean scores between any of the groups within the "IS" mode. In reference to how important the Traditional Religiousness goal area should be at the College, the community and student groups rated

it significantly higher than the faculty, high school, and administrator groups, with the average mean rating being 2.18 or "of low importance." The average difference between the "IS" and "SHOULD BE" means was calculated to be 0.65, with the community group showing the greatest difference. All groups with the exception of the administrator group rated the "SHOULD BE" mode significantly higher than the "IS" mode. In addition, it can be noted that the student, faculty, high school, and administrator groups showed more heterogeneity in their rating of the "SHOULD BE" phase than they did in the "IS" mode. This would indicate that there is a wide difference in opinion within each of those four groups in reference to how important Traditional Religiousness should be as a goal area at Allegany Community College.

Vocational Preparation. On the Vocational Preparation goal area, the average rating given by the groups was 3.01, or "of medium importance," with the administrator, faculty, and high school groups, scoring significantly higher than the community and ACC-student groups. Within the "SHOULD BE" phase, all groups scored statistically similar mean ratings which averaged out to be 4.10, a full one response above their ratings on the "IS" mode, indicating that the perception of current importance is somewhere around "of medium importance;" whereas the groups think that this particular area should be "of high importance." In addition, it can be noted that the faculty and community groups were more homogeneous in their ratings on the "SHOULD BE" phase than they were on the "IS" phase. All groups with the exception of the administrator group indicated a higher mean value on the "SHOULD BE" mode.

Advanced Training. Within the Advanced Training goal area, the ACC-student group rated the goal area significantly higher than the other four groups involved, with the community group ranking it second, the faculty and administrator groups being statistically similar in their ranking of third, and the high school student group ranking it significantly lower.

The average rating within the "IS" mode was 1.55, or somewhere between "of no importance" and "of low importance." The mean values on the "SHOULD BE" phase show the exact same ranking of groups in their ratings of the Advanced Training goal area, with the student and community group being statistically similar, the faculty and administrator group being statistically similar, and the high school group rating it significantly lower than the other groups involved. Only the student and community groups indicated a significantly higher mean score within the "SHOULD BE" phase than they did within the "IS" phase. The average difference between the "IS" and "SHOULD BE" means was 0.50. It can be concluded that the Advanced Training goal is not only perceived as being "of no importance" or "of low importance" currently at the institution, but should remain in the "no importance" and "low importance" areas in the viewpoints of the groups involved.

Research. Within the Research goal area, the average rating by the groups within the "IS" mode was 1.97, or "of low importance," with the faculty and administrator groups scoring statistically similar ratings which rank significantly lower than the other three groups involved. Within the "SHOULD BE" phase, the average rating was calculated to be 2.58, or somewhere between "of low importance" and "of medium importance." The high school group rated research at a higher value than the ACC-student and community groups which were statistically similar. The average difference between the "IS" and "SHOULD BE" means was 0.61, with all groups indicating a significantly higher rating on the "SHOULD BE" mode with the exception of the administrator group. In addition, the faculty and administrator groups were more heterogeneous in their ratings of Research on the "SHOULD BE" mode than they were on the "IS" mode.

Meeting Local Needs. Within the Meeting Local Needs goal area, the administrator, ACC student, faculty, and high school groups scored statistically similar means which ranked at the "of medium importance" level, with

the community rating being somewhere between "of low importance" and of "medium importance." In considering the current importance of this goal area to the institution, the administrator, faculty, ACC student, and community groups generated statistically similar scores at the level of "high importance," with the high school student group rating it somewhere between "medium importance" and "of high importance." All groups indicated a significantly higher rating in the "SHOULD BE" mode than they did in the "IS" mode. In general, Meeting Local Needs is perceived as currently being of "medium importance" by the groups, whereas the perceptions of how important Meeting Local Needs should be to the institution ranked close to "of high importance," with the average difference being nearly one full response level. In addition, the community group was much more homogeneous in their ratings in the "SHOULD BE" mode than in the "IS" mode.

Public Service. The high school student group perceived the current importance of this goal to the institution as being nearly to the "medium importance" level; the ACC-student group perceived it as being between the "low importance" and "medium importance" levels; and the administrator, and community groups indicated that the goal area is "of low importance" to the institution. The average rating given on the "IS" mode for public service was 2.40, or approximately mid-way between "low importance" and "medium importance." In terms of how important Public Service should be to Allegany Community College, the average rating was 3.31 or somewhat above "medium importance," with the high school group generating the largest mean score, and the community group generating the smallest mean score. The average difference between "IS" and "SHOULD BE" mean scores was calculated to be 0.91, or almost one full rating. Every group rated Public Service higher within the "SHOULD BE" mode than they did within the "IS" mode.

Social Egalitarianism. Within the Social Egalitarianism goal area, the student, administrator, faculty, and high school groups generated statistically similar means which indicated a current importance of Social Egalitarianism at the College being of "medium importance." The community group rated Social Egalitarianism significantly lower, with a rating of "low importance" currently at the College. With respect to how important the groups thought Social Egalitarianism should be to the institution, the average rating was 3.60, being somewhere between "of medium importance" and "high importance," with the administrator, faculty, high school, and student groups again scoring statistically similar means, and community rating a significantly lower mean score. The average difference between the "IS" and "SHOULD BE" means was calculated to be 0.86, with all groups indicating a significantly larger mean rating in the "SHOULD BE" mode.

Social Criticism/Activism. Within the Social Criticism/Activism goal area, the mean rating indicating the current importance of this goal to the College is 2.28, with the high school students generating a significantly higher mean value than the other four groups. In terms of how important Social Criticism/Activism should be at the institution, the mean rating was 3.11, which was 0.83 of a response higher than the "IS" mean rating. Each group rated Social Criticism/Activism significantly higher in the "SHOULD BE" mode than they did within the "IS" mode, with the student group being more heterogeneous in their perceptions of "SHOULD BE" than "IS". In general, the Social Criticism/Activism was rated as currently being "of low importance" at Allegany Community College, whereas the groups indicated that it should be "of medium importance."

Freedom. Within the freedom goal area, the average mean rating generated with respect to how important the goal currently is at the institution was 2.93, or "of medium importance," with the student, administsator, faculty,

and high school groups generating statistically similar means that were significantly above the community mean score. In terms of how important freedom should be at the College, the administrator, faculty, high school, and student groups scored significantly higher ratings than the community group, with the average mean score being 3.64, or somewhere between "of medium importance" and "of high importance." Every group, with the exception of the administrator group, rated this goal significantly higher in the "SHOULD BE" mode than they did within the "IS" mode.

Democratic Governance. Within the goal area of Democratic Governance, in reference to how the groups perceive the current importance of this goal area, the average mean rating was 2.86, or approaching of "medium importance," with the administrator, student, faculty, and high school groups scoring statistically similar means and differing significantly from the community rating of 2.36, "of low importance." In terms of the groups' perceptions of how the goal area of Democratic Governance should be at the institution, the average mean score generated was 3.81, which approaches "of high importance." The range of scores within the "SHOULD BE" mode showed much significant difference between administrator perceptions of the importance of Democratic Governance and the community perceptions, with the community rating almost one full response lower than the administrator group. The average difference between the "IS" and "SHOULD BE" means was 0.95, almost one full response level, with each group generating a significantly higher rating in the "SHOULD BE" mode than within the "IS" mode. In general, the groups rated this goal area as currently being approximately "of medium importance," whereas indication was that it should be close to "of high importance." The community group was significantly more homogeneous within their "SHOULD BE" rating than within their "IS" rating.

Community. Within the Community goal area, the groups indicated that, on the average, this goal area is currently approaching the "of medium importance" level, with the student group generating the highest mean score which was significantly higher than any of the other groups. In terms of how important the goal area of Community should be to the institution, the average mean score was calculated to be 4.13, a difference of 1.24 response levels, with each group indicating a significantly higher "SHOULD BE" score than an "IS" score. In general, it can be stated that the groups rated the goal area of Community as currently being not quite "of medium importance," whereas it should be somewhat above "of high importance." In addition, the community group was more homogeneous in its rating with the "SHOULD BE" mode than it was within the "IS" mode.

Intellectual Aesthetic Environment. Within the goal area of Intellectual Aesthetic Environment, the groups indicated that the current importance of that goal area to the College is 2.65, or somewhat above half-way between "of low importance" and "medium importance." In terms of how important the goal should be at the College, all groups generated statistically similar mean scores which averaged out to be 3.74, or approaching the "high importance" level. The difference between the average "IS" mean and the average "SHOULD BE" mean was over one full response level, with each group generating a significantly higher rating on the "SHOULD BE" mode than on the "IS" mode. In addition, the community was more homogeneous in its rating of the "SHOULD BE" phase than it was within the "IS" mode.

Innovation. Within the goal area of Innovation, the average mean score was calculated to be 2.67, or somewhat above the mid-point between "low importance" and "medium importance," with the administrator, student, high school, and faculty groups scoring significantly similar means, and significantly

higher means than the community group. In terms of how important Innovation should be to the institution, the average mean generated was 3.67, or somewhat above the mid-point between "medium importance" and "high importance," with the average difference between the "IS" and "SHOULD BE" means of one full response level. Each group generated a significantly higher mean score within the "SHOULD BE" phase than within the "IS" phase.

Off-Campus Learning. Within the goal area of Off-Campus Learning, the average mean score generated by the groups with respect to how important the goal currently is at the institution was 1.98, or "of low importance," with all groups generating statistically similar means. In terms of how important Off-Campus Learning should be to the institution, the average mean rating was 3.04, or "of medium importance," with the high school group generating the highest mean score and differing significantly from the other groups. The average mean difference between the "IS" and "SHOULD BE" mean scores was over one full response level, with each group generating a significant higher mean score within the "SHOULD BE" mode than within the "IS" mode. In addition, the administrator, student, and faculty groups were more heterogeneous in their opinions concerning the importance of Off-Campus Learning with respect to "SHOULD BE."

Accountability/Efficiency. Within the goal area of Accountability/Efficiency, the average mean generated with regard to the current importance of the goal to the institution was 2.86, or approaching "of medium importance." In terms of how important Accountability/Efficiency should be to the college, the average mean score generated was 3.64, or somewhat above the half-way point between "of medium importance" and "of high importance." Each group generated a significantly higher mean score within the "SHOULD BE" mode than within the "IS" mode, with an average mean difference of 0.78.

Summary of the Data. In general, each of the groups tended to generate a significantly higher mean score within the "SHOULD BE" than within the "IS"

mode in each of the twenty variables involved. The average mean differences between the "IS" and "SHOULD BE" modes were greatest for the goal areas of (1) Intellectual Orientation, (2) Individual Personal Development, (3) Humanism/ Altruism, (4) Vocational Preparation, (5) Community, and (6) Intellectual Aesthetic Environment, with each of these showing a mean difference of greater than one response level, the highest two being Individual Personal Development, and Community. Several other goal areas approached the one response level difference -- those being (1) Meeting Local Needs, (2) Public Service, and (3) Democratic Governance. It can also be noted that on fifteen out of the twenty goal areas defined, the community group generated the lowest score, in terms of how important those goals are at the institution at the present time. It can also be noted that in terms of how important the goals should be at the institution, the community group scored within the highest group ratings eight out of twenty times.

It may be helpful to group the goal areas in terms of their ratings on both the "IS" and "SHOULD BE" modes according to the response levels indicated on the instruments -- i.e., "of no importance or not applicable," "of low importance", "of medium importance", "of high importance", and "of extremely high importance." To accomplish this, the writer had established the following values: (1) "of no importance" is between 1.0 and 1.4, (2) "of low importance" is between 1.6 and 2.4, (3) "of medium importance" is between 2.6 and 3.4, (4) "of high importance" is between 3.6 and 4.4, and (5) "of extremely high importance" is between 4.6 and 5.0. Those values that fall between 1.4 and 1.6 are considered to be between "no importance" and "low importance." Those values that fall between 2.4 and 2.6 are considered to be between "low importance" and "medium importance." Those values falling between 3.4 and 3.6 are considered to be between "medium importance" and "high importance." It can be noted first of all that no group mean was calculated to fall within the

"extremely high" important area of the instrument. It is generally the case that respondents are hesitant to mark the extreme left or extreme right of any scale of responses. With regard to the "IS" mode, those goal areas falling within the "medium importance" area include (1) Academic Development, (2) Intellectual Orientation, (3) Individual Personal Development, (4) Vocational Preparation, (5) Meeting Local Needs, (6) Social Egalitarianism, (7) Freedom, (8) Democratic Governance, (9)Community, (10) Intellectual Aesthetic Environment, (11) Innovation, and (12) Accountability/Efficiency. Humanism/Altruism war rated somewhere between "of low importance" and "of medium importance." Those goals which were rated as being currently "of low importance" were (1) Cultural/Aesthetic Awareness, (2) Research, (3) Public Service, (4) Social Criticism/Activism, and (5) Off-Campus Learning. Rated as currently being between "of no importance" and "of low importance" were the goal areas of (1) Traditional Religiousness, and (2) Advanced Training.

In terms of the group ratings of the goals with respect to how the groups perceived they should be at the College, the following goal areas were rated as "SHOULD BE" of "high importance:" (1) Academic Development, (2) Intellectual Orientation, (3) Individual Personal Development, (4) Vocational Preparation, (5) Meeting Local Needs, (6) Social Egalitarianism, (7) Freedom, (8) Democratic Governance, (9) Community, (10) Intellectual Aesthetic Environment, (11) Innovation, and (12) Accountability/Efficiency. Humanism/Altruism was given a "SHOULD BE" rating of somewhere between "of medium importance" and "of high importance." Those goals that were given ratings of "medium importance" include: (1) Cultural/Aesthetic Awareness, (2) Public Service, (3) Social Criticism/Activism, and (4) Off-Campus Learning. Those goals given an average "SHOULD BE" mean ranking of "low importance" include: (1) Traditional Religiousness, and (2) Advanced Training. The goal area of Research

was ranked as being between "of low importance," and "of medium importance."

Within the twenty goal areas of the instrument, with regard to how important the goal is currently at the institution, the groups rated 60 percent of the goal areas as being "of medium importance" and 25 percent as being "of low importance," with no goals given an "of high importance" perception rating. In terms of how important the goal areas should be at the institution, the groups rated 60 percent of the goal areas in the "of high importance" area, 20 percent in the "of medium importance" area, and 10 percent in the "low importance" area.

Conclusions and Recommendations

The data generated by the Institutional Goals Inventory research study are indeed massive. This paper presents only the first step in terms of data processing and analysis. Many other sub-groups can be identified and their data compared. However, it is recommended that the data as presented in this paper be utilized by the College Council in a number of analysis sessions leading to the specific determination of written goal statements, their individual importance, and their places within the mission of Allegany Community College. For example, in reference to "Goal X", the College Council may ask (1) what priority rating Goal X should have at the College; (2) how the goal would be best accomplished; (3) how much human and fiscal resources must be devoted to the accomplishment of the goal; and (4) how the College and its community will know when and to what extent the goal was accomplished.

The identification, rating, and priority listing of goals will be a first step in the beginning of the process of defining program objectives for the institution for those programs already existing, as well as for programs that should be developed in the future. The usefulness of overall specific

college goals is conceived to be very necessary in the areas of long-range planning, current internal management and accountability, faculty development, and fiscal planning.

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APPENDIX A

INSTITUTIONAL GOALS INVENTORY

PAGE(S) 36-46 (WERE) (REMOVED) FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX B

SUMMARY OF MEANS AND VARIANCES GENERATED BY EACH GROUP ON THE QUESTIONS OF THE IGI

TABLE I

SUMMARY OF MEANS AND VARIANCES GENERATED BY FACULTY ON THE QUESTIONS OF THE IGI

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
1.	to help students acquire depth of knowledge in at least one academic discipline	3.02	0.92	3.55	1.18
4.	to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences	3.02	0.77	4.13	0.56
6.	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school	2.89	0.48	3.56	0.66
9.	to hold students throughout the institution to high standards of intellectual performance	2.65	0.33	3.87	0.56
2.	to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution	2.76	0.68	3.62	0.72
5.	to increase the desire and ability of students to undertake self-directed learning	2.63	0.58	3.84	0.88
7.	to develop students' ability to synthesize knowledge from a variety of sources	2.87	0.64	4.04	0.37
10.	to instill in students a life-long commitment to learning	2.72	0.77	4.20	0.50

QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
3. to help students identify their own personal goals and develop means of achieving them	3.09	0.92	4.13	0.93
8. to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events	3.09	0.73	4.13	0.71
11. to help students achieve deeper levels of self-understanding	2.83	0.75	3.85	0.90
13. to help students be open, honest, and trusting in their relationships with others	2.96	1.06	3.91	1.27
14. to encourage students to become conscious of the important moral issues of our time	2.57	0.82	3.60	1.36
17. to help students understand and respect people from diverse backgrounds and cultures	2.69	0.82	3.87	0.85
20. to encourage students to become committed to working for world peace	2.04	0.79	3.29	1.84
23. to encourage students to make concern about the welfare of all mankind a central part of their lives	2.33	0.79	3.40	1.21
15. to increase students' sensitivity to and appreciation of various forms of art and artistic expression	2.19	0.38	3.40	0.73
18. to require students to complete some course work in the humanities or arts	2.87	1.02	3.91	0.60
21. to encourage students to express themselves artistically, e.g., in music, painting, film-making	2.15	0.43	3.20	0.98
24. to acquaint students with forms of artistic or literary expression in non-Western countries	2.28	0.36	3.11	0.62

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
16.	to educate students in a particular religious heritage	1.46	0.33	1.84	1.25
19.	to help students become aware of the potentialities of a full-time religious vocation	1.35	0.27	1.78	1.10
22.	to develop students' ability to understand and defend a theological position	1.48	0.37	1.98	1.09
25.	to help students develop a dedication to serving God in everyday life	1.65	0.57	2.40	1.69
26.	to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing	4.15	0.62	4.22	0.50
30.	to develop educational programs geared to new and emerging career fields	3.96	0.45	4.00	0.48
36.	to provide retraining opportunities for individuals whose job skills have become out of date	2.46	0.93	3.80	0.68
38.	to assist students in deciding upon a vocational career	3.15	0.73	3.82	0.45
27.	to develop what would generally be regarded as a strong and comprehensive graduate school	1.04	0.07	1.05	0.20
31.	to prepare students in one or more of the traditional professions, e.g., law medicine, architecture	1.91	0.69	2.65	1.30
32.	to offer graduate programs in such "newer" professions as engineering, education, and social work	1.20	0.43	1.27	0.65
41.	to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs	1.26	0.27	1.56	0.84

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
28.	to perform contract research for government, business, or industry	1.20	0.24	1.55	0.81
34.	to conduct basic research in the natural sciences	1.50	0.67	1.91	1.12
35.	to conduct basic research in the social sciences	1.52	0.63	1.96	1.29
37.	to contribute through research, to the general advancement of knowledge	1.61	0.77	2.25	1.45
29.	to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis	3.93	0.75	4.44	0.40
33.	to serve as a cultural center in the community served by the campus	1.20	0.43	1.27	0.65
39.	to provide skilled manpower for local-area business, industry, and government	3.09	1.14	3.69	0.81
40.	to facilitate involvement of students in neighborhood and community-service activities	2.44	0.70	3.29	0.80
44.	to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities	2.37	0.80	3.64	0.79
47.	to work with governmental agencies in designing new social and environmental programs	1.69	0.60	2.65	1.53
50.	to focus resources of the institution on the solution of major social and environmental problems	1.87	0.64	2.78	1.17
51.	to be responsive to regional and national priorities when considering new educational programs for the institution	3.39	0.96	3.65	1.53

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
42.	to provide educational experiences relevant to the evolving interests of women in America	1.98	0.70	3.24	1.11
45.	to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted	3.87	0.87	4.07	1.07
48.	to offer developmental or remedial programs in basic skills (reading, writing, mathematics)	3.30	1.16	4.13	0.93
52.	to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians	2.39	0.73	3.00	1.41
43.	to provide critical evaluation of prevailing practices and values in American society	2.43	0.78	3.24	0.92
46.	to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective	2.13	1.02	2.95	1.68
49.	to help students learn how to bring about change in American society	2.26	0.72	3.27	1.16
53.	to be engaged, as an institution, in working for basic changes in American society	1.94	1.03	2.56	1.73
54.	to ensure that students are not prevented from hearing speakers presenting controversial points of view	2.85	1.30	3.78	1.28
57.	to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)	3.00	0.98	3.60	1.47
60.	to place no restrictions on off-campus political activities by faculty or students	3.06	1.22	3.64	0.90
63.	to protect the right of faculty members to present unpopular ideas in the classroom	3.15	0.73	4.00	0.67

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
55.	to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution	2.98	0.66	3.98	0.94
58.	to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance	3.07	0.48	3.78	1.06
61.	to decentralize decision making on the campus to the greatest extent possible	2.69	0.97	3.60	0.95
64.	to assure individuals the opportunity to participate or be represented in making any decisions that affect them	2.91	0.54	4.22	0.40
56.	to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers	3.02	0.58	3.87	1.22
59.	to maintain a climate in which communication throughout the organizational structure is open and candid	2.81	0.76	4.22	0.95
62.	to maintain a campus climate in which differences of opinion can be aired openly and amicably	2.93	0.94	4.04	0.67
65.	to maintain a climate of mutual trust and respect among students, faculty, and administrators	2.91	0.76	4.42	0.28
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities	2.24	0.68	3.47	0.88
69.	to create a climate on the campus in which students and faculty may easily come together for informal discussion of ideas and mutual interests	2.76	0.75	3.80	0.53
73.	to sponsor each year a rich program of cultural events--lectures, concerts, etc.	2.52	0.78	3.84	0.62
76.	to create an institution known as an exciting and stimulating place	2.48	0.82	3.96	0.63

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life	2.70	0.67	3.89	0.62
70.	to experiment with different methods of evaluating and grading student performance	2.67	0.60	3.71	0.84
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs	2.67	0.72	3.65	0.88
77.	to create procedures by which curricular or instructional innovations may be readily initiated	2.74	0.72	3.85	0.57
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc.	1.70	0.59	2.67	1.34
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years	1.74	0.80	2.60	1.50
75.	to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work	1.52	0.48	2.38	1.35
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)	1.74	0.80	2.56	1.51

	QUESTION	$\bar{X}_{is}$	s^2_{is}	$\bar{X}_{sb}$	s^2_{sb}
79.	to apply cost criteria in deciding among alternative academic and non-academic programs	3.02	1.26	2.75	1.12
81.	to regularly provide evidence that the institution is actually achieving its stated goals	3.04	0.56	3.98	0.57
83.	to be concerned about the efficiency with which college operations are conducted	3.04	0.90	3.93	0.48
87.	to be accountable to funding sources for the effectiveness of college programs	3.13	1.06	3.49	1.00
12.	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency	3.04	0.79	4.54	0.33
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies	2.31	0.71	3.07	1.25
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)	3.15	0.73	4.05	0.65
82.	to carry on a broad and vigorous program of extracurricular activities and events for students	2.96	0.53	3.62	0.87
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution	3.22	0.86	3.91	0.60
85.	to include local citizens in planning college programs that will affect the local community	2.85	0.92	3.82	0.71
86.	to excel in intercollegiate athletic competition	3.17	1.05	2.93	1.03

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
88.	to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life	2.80	0.58	3.60	0.54
89.	to systematically interpret the nature, purpose, and work of the institution to citizens off the campus	2.72	0.81	3.89	0.91
90.	to achieve consensus among people on the campus about the goals of the institution	2.93	0.94	3.55	1.25

TABLE II

SUMMARY OF MEANS AND VARIANCES GENERATED BY ADMINISTRATORS ON THE QUESTIONS OF THE IGI

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
1.	to help students acquire depth of knowledge in at least one academic discipline	2.92	1.54	2.75	1.66
4.	to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences	3.50	0.45	3.83	0.52
6.	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school	3.50	0.64	3.42	0.81
9.	to hold students throughout the institution to high standards of intellectual performance	3.33	0.79	3.42	1.36
2.	to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution	2.92	0.63	3.50	1.55
5.	to increase the desire and ability of students to undertake self-directed learning	2.67	0.42	4.42	0.27
7.	to develop students' ability to synthesize knowledge from a variety of sources	3.00	0.36	3.92	0.27
10.	to instill in students a life-long commitment to learning	3.00	0.55	4.33	0.61

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
3.	to help students identify their own personal goals and develop means of achieving them	3.17	0.33	4.67	0.42
8.	to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events	2.50	0.27	4.50	0.45
11.	to help students achieve deeper levels of self-understanding	2.58	0.45	4.67	0.24
13.	to help students be open, honest, and trusting in their relationships with others	2.50	0.27	4.42	0.63
14.	to encourage students to become conscious of the important moral issues of our time	2.92	0.63	3.83	0.70
17.	to help students understand and respect people from diverse backgrounds and cultures	2.83	0.33	3.83	1.42
20.	to encourage students to become committed to working for world peace	2.17	0.70	2.83	1.24
23.	to encourage students to make concern about the welfare of all mankind a central part of their lives	2.33	0.61	3.42	0.45
15.	to increase students' sensitivity to and appreciation of various forms of art and artistic expression	2.17	0.33	3.58	0.63
18.	to require students to complete some course work in the humanities or arts	3.67	0.61	3.75	0.75
21.	to encourage students to express themselves artistically, e.g., in music, painting, film-making	2.00	0.36	3.08	0.45
24.	to acquaint students with forms of artistic or literary expression in non-Western countries	2.33	0.61	3.17	1.24

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
16.	to educate students in a particular religious heritage	1.25	0.20	1.67	0.61
19.	to help students become aware of the potentialities of a full-time religious vocation	1.67	0.15	1.58	1.36
22.	to develop students' ability to understand and defend a theological position	1.08	0.08	1.67	0.79
25.	to help students develop a dedication to serving God in everyday life	1.33	0.24	1.83	1.24
26.	to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing	4.42	0.27	4.42	0.27
30.	to develop educational programs geared to new and emerging career fields	4.33	0.24	4.42	0.27
36.	to provide retraining opportunities for individuals whose job skills have become out of date	1.42	0.45	1.83	1.79
38.	to assist students in deciding upon a vocational career	3.33	0.42	4.17	1.42
27.	to develop what would generally be regarded as a strong and comprehensive graduate school	1.00	0.00	1.25	0.75
31.	to prepare students in one or more of the traditional professions, e.g., law medicine, architecture	2.42	1.17	2.58	1.72
32.	to offer graduate programs in such "newer" professions as engineering, education, and social work	1.00	0.00	1.17	0.33
41.	to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs	1.00	0.00	1.42	0.99

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
28.	to perform contract research for government, business, or industry	1.08	0.08	1.50	1.36
34.	to conduct basic research in the natural sciences	1.17	0.52	1.58	1.17
35.	to conduct basic research in the social sciences	1.42	0.45	1.83	1.79
37.	to contribute through research, to the general advancement of knowledge	1.42	0.27	1.58	0.81
29.	to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis	4.08	0.27	4.58	1.36
33.	to serve as a cultural center in the community served by the campus	3.50	0.82	4.33	1.33
39.	to provide skilled manpower for local-area business, industry, and government	3.17	0.88	4.25	0.57
40.	to facilitate involvement of students in neighborhood and community-service activities	2.58	0.27	4.00	0.36
44.	to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities	2.17	0.70	4.25	0.93
47.	to work with governmental agencies in designing new social and environmental programs	1.75	0.20	2.75	1.11
50.	to focus resources of the institution on the solution of major social and environmental problems	1.83	0.33	2.42	0.99
51.	to be responsive to regional and national priorities when considering new educational programs for the institution	3.42	1.17	4.08	0.63

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
42.	to provide educational experiences relevant to the evolving interests of women in America	2.25	0.93	3.58	0.81
45.	to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted	3.92	0.45	4.83	0.15
48.	to offer developmental or remedial programs in basic skills (reading, writing, mathematics)	3.50	0.45	4.75	0.20
52.	to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians	2.00	0.55	3.25	1.11
43.	to provide critical evaluation of prevailing practices and values in American society	2.50	0.64	3.33	0.61
46.	to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective	2.08	0.45	2.83	0.88
49.	to help students learn how to bring about change in American society	2.33	0.79	3.42	0.81
53.	to be engaged, as an institution, in working for basic changes in American society	1.67	0.42	2.42	1.36
54.	to ensure that students are not prevented from hearing speakers presenting controversial points of view	3.33	0.79	4.08	0.81
57.	to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)	3.08	0.81	3.58	2.08
60.	to place no restrictions on off-campus political activities by faculty or students	3.25	1.11	4.16	0.52
63.	to protect the right of faculty members to present unpopular ideas in the classroom	3.17	0.70	4.08	0.45

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
55.	to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution	3.17	0.70	4.50	0.27
58.	to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance	3.00	0.91	4.58	0.45
61.	to decentralize decision making on the campus to the greatest extent possible	3.08	0.63	3.58	1.36
64.	to assure individuals the opportunity to participate or be represented in making any decisions that affect them	3.08	0.63	4.75	0.20
56.	to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers	2.75	0.57	4.58	0.27
59.	to maintain a climate in which communication throughout the organizational structure is open and candid	2.92	0.45	4.83	0.15
62.	to maintain a campus climate in which differences of opinion can be aired openly and amicably	2.92	0.63	4.58	0.27
65.	to maintain a climate of mutual trust and respect among students, faculty, and administrators	2.67	0.61	4.75	0.20
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities	2.58	0.45	3.17	0.52
69.	to create a climate on the campus in which students and faculty may easily come together for informal discussion of ideas and mutual interests	2.42	0.63	4.25	0.20
73.	to sponsor each year a rich program of cultural events--lectures, concerts, etc.	2.92	0.81	3.75	0.39
76.	to create an institution known as an exciting and stimulating place	2.83	0.70	3.67	1.33

	QUESTION	$\bar{X}_{1s}$	S^2_{1s}	$\bar{X}_{sb}$	S^2_{sb}
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life	2.67	0.79	4.17	0.52
70.	to experiment with different methods of evaluating and grading student performance	2.92	0.81	4.00	0.36
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs	2.75	0.39	4.33	0.79
77.	to create procedures by which curricular or instructional innovations may be readily initiated	3.08	0.99	4.33	0.42
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc.	2.08	1.36	3.33	1.15
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years	1.58	0.27	3.00	1.45
75.	to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work	1.75	0.57	3.83	1.24
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)	1.75	0.39	2.92	1.72

	QUESTION	$\bar{X}_{is}$	s^2_{is}	$\bar{X}_{sb}$	s^2_{sb}
79.	to apply cost criteria in deciding among alternative academic and non-academic programs	2.17	0.70	3.50	0.82
81.	to regularly provide evidence that the institution is actually achieving its stated goals	2.67	0.97	4.42	0.27
83.	to be concerned about the efficiency with which college operations are conducted	3.42	0.63	3.67	0.97
87.	to be accountable to funding sources for the effectiveness of college programs	3.00	0.73	3.75	0.75
12.	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency	3.75	0.39	4.50	0.64
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies	2.67	0.79	3.50	0.82
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)	3.67	1.15	3.42	1.72
82.	to carry on a broad and vigorous program of extracurricular activities and events for students	2.83	0.70	4.00	0.55
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution	2.92	0.63	4.67	0.24
85.	to include local citizens in planning college programs that will affect the local community	2.42	0.81	4.08	0.45
86.	to excel in intercollegiate athletic competition	3.17	1.06	2.83	0.52

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
88.	to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life	2.58	0.99	4.17	0.15
89.	to systematically interpret the nature, purpose, and work of the institution to citizens off the campus	2.92	1.17	4.00	2.00
90.	to achieve consensus among people on the campus about the goals of the institution	2.92	0.81	4.50	0.45

TABLE III

SUMMARY OF MEANS AND VARIANCES GENERATED BY ACC STUDENTS ON THE QUESTIONS OF THE IGI

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
1.	to help students acquire depth of knowledge in at least one academic discipline	3.44	0.71	3.82	0.70
4.	to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences	3.42	0.65	3.73	0.79
6.	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school	3.25	0.86	4.11	0.53
9.	to hold students throughout the institution to high standards of intellectual performance	3.10	0.80	3.65	0.88
2.	to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution	3.17	0.71	3.73	0.85
5.	to increase the desire and ability of students to undertake self-directed learning	2.86	0.77	3.89	0.72
7.	to develop students' ability to synthesize knowledge from a variety of sources	3.13	0.69	3.84	0.64
10.	to instill in students a life-long commitment to learning	2.70	0.81	3.80	1.10

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
3.	to help students identify their own personal goals and develop means of achieving them	3.14	1.17	4.18	1.00
8.	to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events	2.79	0.85	3.97	0.99
11.	to help students achieve deeper levels of self-understanding	2.75	0.85	3.89	0.68
13.	to help students be open, honest, and trusting in their relationships with others	2.81	1.08	3.94	0.83
14.	to encourage students to become conscious of the important moral issues of our time	2.78	0.76	3.71	0.93
17.	to help students understand and respect people from diverse backgrounds and cultures	2.61	0.90	3.79	0.99
20.	to encourage students to become committed to working for world peace	2.11	0.90	3.41	1.61
23.	to encourage students to make concern about the welfare of all mankind a central part of their lives	2.40	0.74	3.52	1.10
15.	to increase students' sensitivity to and appreciation of various forms of art and artistic expression	2.48	0.75	3.14	1.04
18.	to require students to complete some course work in the humanities or arts	3.06	0.98	3.32	1.16
21.	to encourage students to express themselves artistically, e.g., in music, painting, film-making	2.21	0.75	3.13	0.96
24.	to acquaint students with forms of artistic or literary expression in non-Western countries	2.40	0.70	3.08	0.92

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
16.	to educate students in a particular religious heritage	1.71	0.56	2.32	1.40
19.	to help students become aware of the potentialities of a full-time religious vocation	1.61	0.60	2.32	1.30
22.	to develop students' ability to understand and defend a theological position	2.09	0.88	2.86	1.31
25.	to help students develop a dedication to serving God in everyday life	1.74	0.82	2.70	1.99
26.	to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing	3.92	1.03	4.30	0.64
30.	to develop educational programs geared to new and emerging career fields	3.50	0.68	4.20	0.71
36.	to provide retraining opportunities for individuals whose job skills have become out of date	2.60	1.03	3.91	0.91
38.	to assist students in deciding upon a vocational career	3.18	0.90	4.03	0.95
27.	to develop what would generally be regarded as a strong and comprehensive graduate school	2.28	1.42	2.84	2.19
31.	to prepare students in one or more of the traditional professions, e.g., law medicine, architecture	2.76	1.13	3.47	1.26
32.	to offer graduate programs in such "newer" professions as engineering, education, and social work	2.31	1.24	3.25	2.10
41.	to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs	2.08	1.04	2.91	1.90

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
28.	to perform contract research for government, business, or industry	1.92	1.00	2.61	1.55
34.	to conduct basic research in the natural sciences	2.53	1.15	3.07	1.48
35.	to conduct basic research in the social sciences	2.48	1.09	3.19	1.45
37.	to contribute through research, to the general advancement of knowledge	2.48	1.10	3.46	1.53
29.	to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis	3.82	0.85	4.27	0.67
33.	to serve as a cultural center in the community served by the campus	3.11	0.74	3.84	1.00
39.	to provide skilled manpower for local-area business, industry, and government	2.91	0.93	3.70	1.15
40.	to facilitate involvement of students in neighborhood and community-service activities	2.57	0.70	3.58	0.80
44.	to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities	2.54	1.15	3.88	0.97
47.	to work with governmental agencies in designing new social and environmental programs	2.11	0.90	3.20	1.75
50.	to focus resources of the institution on the solution of major social and environmental problems	2.42	0.86	3.20	1.61
51.	to be responsive to regional and national priorities when considering new educational programs for the institution	2.94	0.96	3.50	1.61

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
42.	to provide educational experiences relevant to the evolving interests of women in America	2.35	1.04	3.26	1.39
45.	to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted	3.53	0.85	3.90	0.98
48.	to offer developmental or remedial programs in basic skills (reading, writing, mathematics)	3.47	0.84	3.68	1.07
52.	to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians	2.63	0.89	3.39	1.19
43.	to provide critical evaluation of prevailing practices and values in American society	2.63	0.82	3.43	1.25
46.	to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective	2.28	1.02	3.04	1.64
49.	to help students learn how to bring about change in American society	2.52	0.81	3.39	1.32
53.	to be engaged, as an institution, in working for basic changes in American society	2.26	0.81	3.04	1.47
54.	to ensure that students are not prevented from hearing speakers presenting controversial points of view	3.07	0.91	3.65	1.28
57.	to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)	3.48	1.02	3.80	1.15
60.	to place no restrictions on off-campus political activities by faculty or students	3.11	1.20	3.40	1.58
63.	to protect the right of faculty members to present unpopular ideas in the classroom	3.23	1.12	3.85	1.17

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
55.	to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution	3.16	0.77	3.90	0.91
58.	to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance	3.13	0.89	3.68	1.20
61.	to decentralize decision making on the campus to the greatest extent possible	2.72	1.12	3.16	1.56
64.	to assure individuals the opportunity to participate or be represented in making any decisions that affect them	3.26	0.92	4.20	0.71
56.	to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers	3.29	0.78	3.94	0.77
59.	to maintain a climate in which communication throughout the organizational structure is open and candid	3.23	0.76	4.04	0.64
62.	to maintain a campus climate in which differences of opinion can be aired openly and amicably	3.29	0.82	3.95	0.88
65.	to maintain a climate of mutual trust and respect among students, faculty, and administrators	3.39	1.04	4.20	0.62
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities	2.66	0.81	3.44	0.94
69.	to create a climate on the campus in which students and faculty may easily come together for informal discussion of ideas and mutual interests	2.96	1.05	3.87	0.68
73.	to sponsor each year a rich program of cultural events--lectures, concerts, etc.	2.84	0.75	3.91	0.88
76.	to create an institution known as an exciting and stimulating place	2.77	1.01	3.81	1.01

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life	2.94	0.67	3.50	0.75
70.	to experiment with different methods of evaluating and grading student performance	2.65	0.99	3.74	0.87
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs	2.83	0.99	3.80	0.95
77.	to create procedures by which curricular or instructional innovations may be readily initiated	2.82	0.69	3.48	0.99
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc.	2.09	0.76	3.14	1.55
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years	2.15	1.04	3.17	1.60
75.	to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work	1.98	0.85	3.19	1.70
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)	1.81	0.73	2.77	1.75

	QUESTION	$\bar{X}_{is}$	s^2_{is}	$\bar{X}_{sb}$	s^2_{sb}
79.	to apply cost criteria in deciding among alternative academic and non-academic programs	2.50	1.08	2.81	1.52
81.	to regularly provide evidence that the institution is actually achieving its stated goals	3.01	0.86	3.63	1.04
83.	to be concerned about the efficiency with which college operations are conducted	3.31	0.72	3.87	0.75
87.	to be accountable to funding sources for the effectiveness of college programs	3.15	0.87	3.40	1.18
12.	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency	3.56	0.69	4.03	0.89
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies	2.60	0.81	3.10	1.11
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)	3.40	0.74	3.78	0.95
82.	to carry on a broad and vigorous program of extracurricular activities and events for students	3.00	0.83	3.79	0.86
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution	3.06	0.83	3.61	1.16
85.	to include local citizens in planning college programs that will affect the local community	2.82	0.82	3.46	0.97
86.	to excel in intercollegiate athletic competition	3.46	0.92	3.37	1.24

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
88.	to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life	2.91	0.85	3.34	0.95
89.	to systematically interpret the nature, purpose, and work of the institution to citizens off the campus	2.84	0.80	3.24	1.12
90.	to achieve consensus among people on the campus about the goals of the institution	2.83	0.97	3.58	1.07

TABLE IV

SUMMARY OF MEANS AND VARIANCES GENERATED BY HIGH SCHOOL STUDENTS ON THE QUESTIONS OF THE IGI

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
1.	to help students acquire depth of knowledge in at least one academic discipline	3.24	0.70	3.86	0.85
4.	to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences	2.74	0.79	3.20	0.86
6.	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school	3.26	1.05	3.90	1.20
9.	to hold students throughout the institution to high standards of intellectual performance	2.90	1.06	3.36	1.21
2.	to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution	2.91	0.81	3.59	0.91
5.	to increase the desire and ability of students to undertake self-directed learning	2.96	1.06	3.91	0.71
7.	to develop students' ability to synthesize knowledge from a variety of sources	2.86	1.02	3.53	1.13
10.	to instill in students a life-long commitment to learning	2.58	1.22	3.36	1.52

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
3.	to help students identify their own personal goals and develop means of achieving them	3.20	1.48	4.30	0.74
8.	to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events	2.85	1.14	3.85	1.02
11.	to help students achieve deeper levels of self-understanding	2.72	1.00	3.66	1.18
13.	to help students be open, honest, and trusting in their relationships with others	2.62	1.35	3.65	1.57
14.	to encourage students to become conscious of the important moral issues of our time	2.83	1.01	3.66	1.31
17.	to help students understand and respect people from diverse backgrounds and cultures	2.65	1.10	3.64	1.19
20.	to encourage students to become committed to working for world peace	2.58	1.36	3.57	1.68
23.	to encourage students to make concern about the welfare of all mankind a central part of their lives	2.72	1.03	3.60	1.26
15.	to increase students' sensitivity to and appreciation of various forms of art and artistic expression	2.29	0.80	2.79	1.23
18.	to require students to complete some course work in the humanities or arts	2.32	0.90	2.53	1.36
21.	to encourage students to express themselves artistically, e.g., in music, painting, film-making	2.29	0.87	2.72	1.56
24.	to acquaint students with forms of artistic or literary expression in non-Western countries	2.36	0.96	2.61	1.19

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
16.	to educate students in a particular religious heritage	0.42	0.80	0.49	1.21
19.	to help students become aware of the potentialities of a full-time religious vocation	0.50	1.19	0.59	1.69
22.	to develop students' ability to understand and defend a theological position	2.55	1.05	3.01	1.40
25.	to help students develop a dedication to serving God in everyday life	2.23	1.44	3.29	1.93
26.	to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing	3.47	1.25	4.28	1.00
30.	to develop educational programs geared to new and emerging career fields	3.11	1.47	4.12	1.05
36.	to provide retraining opportunities for individuals whose job skills have become out of date	2.71	1.22	4.05	0.97
38.	to assist students in deciding upon a vocational career	3.11	1.20	3.87	1.30
27.	to develop what would generally be regarded as a strong and comprehensive graduate school	0.62	1.70	0.70	2.22
31.	to prepare students in one or more of the traditional professions, e.g., law medicine, architecture	0.61	1.72	0.78	2.58
32.	to offer graduate programs in such "newer" professions as engineering, education, and social work	0.70	2.01	0.80	2.58
41.	to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs	0.73	1.81	0.89	2.68

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
28.	to perform contract research for government, business, or industry	2.70	1.13	3.28	1.11
34.	to conduct basic research in the natural sciences	2.85	0.82	3.15	0.96
35.	to conduct basic research in the social sciences	2.80	0.90	3.27	1.03
37.	to contribute through research, to the general advancement of knowledge	3.06	1.06	3.76	1.07
29.	to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis	3.05	1.09	3.79	1.07
33.	to serve as a cultural center in the community served by the campus	2.77	1.05	3.24	1.28
39.	to provide skilled manpower for local-area business, industry, and government	3.01	1.25	3.72	1.18
40.	to facilitate involvement of students in neighborhood and community-service activities	2.55	1.09	3.21	1.42
44.	to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities	2.77	1.21	3.86	1.00
47.	to work with governmental agencies in designing new social and environmental programs	2.68	0.91	3.55	0.99
50.	to focus resources of the institution on the solution of major social and environmental problems	2.73	1.08	3.64	1.27
51.	to be responsive to regional and national priorities when considering new educational programs for the institution	2.80	0.93	3.40	0.97

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
42.	to provide educational experiences relevant to the evolving interests of women in America	2.60	1.18	3.35	1.35
45.	to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted	3.01	1.10	3.68	0.73
48.	to offer developmental or remedial programs in basic skills (reading, writing, mathematics)	2.85	1.03	3.62	0.98
52.	to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians	2.68	1.47	3.62	1.49
43.	to provide critical evaluation of prevailing practices and values in American society	2.73	0.94	3.33	0.95
46.	to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective	2.61	0.91	3.11	1.09
49.	to help students learn how to bring about change in American society	2.74	1.28	3.69	1.38
53.	to be engaged, as an institution, in working for basic changes in American society	2.60	1.07	3.18	1.32
54.	to ensure that students are not prevented from hearing speakers presenting controversial points of view	2.91	1.30	3.72	1.28
57.	to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)	3.05	1.47	4.00	1.21
60.	to place no restrictions on off-campus political activities by faculty or students	2.90	1.21	3.62	1.59
63.	to protect the right of faculty members to present unpopular ideas in the classroom	3.00	1.06	3.64	1.18

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
55.	to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution	2.94	1.28	3.72	1.15
58.	to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance	2.96	1.09	3.64	1.18
61.	to decentralize decision making on the campus to the greatest extent possible	2.71	0.96	3.47	1.24
64.	to assure individuals the opportunity to participate or be represented in making any decisions that affect them	2.94	1.10	3.96	0.98
56.	to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers	2.99	1.00	3.72	0.96
59.	to maintain a climate in which communication throughout the organizational structure is open and candid	2.73	1.16	3.49	1.39
62.	to maintain a campus climate in which differences of opinion can be aired openly and amicably	2.99	1.22	4.04	0.93
65.	to maintain a climate of mutual trust and respect among students, faculty, and administrators	3.1[illegible]	1.15	4.13	1.05
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities	2.73	0.92	3.18	1.26
69.	to create a climate on the campus in which students and faculty may easily come together for informal discussion of ideas and mutual interests	2.91	0.92	4.05	0.78
73.	to sponsor each year a rich program of cultural events--lectures, concerts, etc.	2.94	1.10	3.79	1.00
76.	to create an institution known as an exciting and stimulating place	2.97	1.20	3.87	1.00

	QUESTION	$\bar{X}_{1s}$	S^2_{1s}	$\bar{X}_{sb}$	S^2_{sb}
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life	2.76	0.91	3.15	0.96
70.	to experiment with different methods of evaluating and grading student performance	2.76	1.14	3.80	1.24
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs	2.81	0.95	3.64	1.18
77.	to create procedures by which curricular or instructional innovations may be readily initiated	2.78	0.98	3.18	0.97
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc.	2.72	1.00	3.50	1.10
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years	2.50	1.05	3.47	1.35
75.	to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work	2.81	1.13	3.55	1.21
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)	2.45	1.12	3.13	1.56

	QUESTION	$\bar{X}_{is}$	s^2_{is}	$\bar{X}_{sb}$	s^2_{sb}
79.	to apply cost criteria in deciding among alternative academic and non-academic programs	2.70	0.84	3.17	0.96
81.	to regularly provide evidence that the institution is actually achieving its stated goals	3.04	0.98	3.75	1.02
83.	to be concerned about the efficiency with which college operations are conducted	3.10	1.00	3.72	1.04
87.	to be accountable to funding sources for the effectiveness of college programs	3.02	1.05	3.53	1.04
12.	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency	3.29	1.32	3.77	1.51
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies	2.76	1.05	3.15	1.39
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)	2.83	1.02	3.51	0.95
82.	to carry on a broad and vigorous program of extracurricular activities and events for students	3.09	1.05	3.94	0.97
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution	2.88	1.15	3.46	1.11
85.	to include local citizens in planning college programs that will affect the local community	2.71	1.25	3.37	1.55
86.	to excel in intercollegiate athletic competition	3.01	1.23	3.63	1.33

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
88.	to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life	2.73	1.01	3.39	0.94
89.	to systematically interpret the nature, purpose, and work of the institution to citizens off the campus	2.74	0.95	3.28	1.09
90.	to achieve consensus among people on the campus about the goals of the institution	2.94	1.13	3.55	1.07

TABLE V

SUMMARY OF MEANS AND VARIANCES GENERATED BY COMMUNITY ON THE QUESTIONS OF THE IGI

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
1.	to help students acquire depth of knowledge in at least one academic discipline	2.76	2.22	3.75	0.84
4.	to ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences	2.59	2.12	3.69	0.73
6.	to prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school	2.76	2.27	4.00	0.71
9.	to hold students throughout the institution to high standards of intellectual performance	2.41	2.09	3.63	0.89
2.	to teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution	2.62	2.27	3.92	0.81
5.	to increase the desire and ability of students to undertake self-directed learning	2.43	2.32	4.11	0.82
7.	to develop students' ability to synthesize knowledge from a variety of sources	2.42	2.06	2.90	0.58
10.	to instill in students a life-long commitment to learning	2.30	2.19	3.91	0.81

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
3.	to help students identify their own personal goals and develop means of achieving them	2.79	2.56	4.30	0.78
8.	to help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events	2.61	2.41	4.03	0.94
11.	to help students achieve deeper levels of self-understanding	2.41	2.21	3.88	0.92
13.	to help students be open, honest, and trusting in their relationships with others	2.39	2.57	4.16	1.02
14.	to encourage students to become conscious of the important moral issues of our time	2.32	2.25	3.94	1.04
17.	to help students understand and respect people from diverse backgrounds and cultures	2.22	2.09	3.72	1.07
20.	to encourage students to become committed to working for world peace	2.11	2.19	3.37	1.75
23.	to encourage students to make concern about the welfare of all mankind a central part of their lives	2.15	2.04	3.48	1.01
15.	to increase students' sensitivity to and appreciation of various forms of art and artistic expression	2.09	1.77	3.14	0.81
18.	to require students to complete some course work in the humanities or arts	2.12	1.83	3.16	0.91
21.	to encourage students to express themselves artistically, e.g., in music, painting, film-making	1.89	1.57	2.78	0.98
24.	to acquaint students with forms of artistic or literary expression in non-Western countries	1.83	1.44	2.74	0.86

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
16.	to educate students in a particular religious heritage	1.63	1.77	2.63	1.79
19.	to help students become aware of the potentialities of a full-time religious vocation	1.65	1.52	2.65	1.82
22.	to develop students' ability to understand and defend a theological position	1.71	1.52	2.62	1.50
25.	to help students develop a dedication to serving God in everyday life	1.98	2.19	3.33	1.93
26.	to provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing	2.83	2.71	4.39	0.52
30.	to develop educational programs geared to new and emerging career fields	2.63	2.44	4.02	0.90
36.	to provide retraining opportunities for individuals whose job skills have become out of date	2.11	2.03	3.79	1.18
38.	to assist students in deciding upon a vocational career	2.60	2.36	4.16	0.84
27.	to develop what would generally be regarded as a strong and comprehensive graduate school	2.15	2.27	3.06	2.13
31.	to prepare students in one or more of the traditional professions, e.g., law medicine, architecture	2.05	2.07	3.32	1.74
32.	to offer graduate programs in such "newer" professions as engineering, education, and social work	2.03	2.34	3.09	2.37
41.	to conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs	1.88	1.73	2.96	1.58

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
28.	to perform contract research for government, business, or industry	1.81	1.86	2.72	1.65
34.	to conduct basic research in the natural sciences	1.96	1.82	2.73	1.60
35.	to conduct basic research in the social sciences	1.87	1.87	2.85	1.48
37.	to contribute through research, to the general advancement of knowledge	2.01	2.13	3.28	1.67
29.	to provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis	2.91	2.74	4.03	0.71
33.	to serve as a cultural center in the community served by the campus	2.58	2.38	3.81	0.96
39.	to provide skilled manpower for local-area business, industry, and government	2.44	2.54	3.98	1.05
40.	to facilitate involvement of students in neighborhood and community-service activities	2.22	1.92	3.38	1.00
44.	to help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities	2.21	2.32	3.73	1.13
47.	to work with governmental agencies in designing new social and environmental programs	1.96	1.92	2.79	1.56
50.	to focus resources of the institution on the solution of major social and environmental problems	2.04	1.94	2.78	1.78
51.	to be responsive to regional and national priorities when considering new educational programs for the institution	2.30	2.26	3.74	1.09

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
42.	to provide educational experiences relevant to the evolving interests of women in America	1.89	1.70	2.79	1.12
45.	to move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted	2.45	2.77	3.39	1.65
48.	to offer developmental or remedial programs in basic skills (reading, writing, mathematics)	2.21	2.11	3.77	1.23
52.	to provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians	1.94	2.07	2.79	1.69
43.	to provide critical evaluation of prevailing practices and values in American society	1.98	1.79	3.18	1.05
46.	to serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective	1.83	1.91	2.76	1.91
49.	to help students learn how to bring about change in American society	2.08	1.92	3.21	1.47
53.	to be engaged, as an institution, in working for basic changes in American society	1.82	1.63	2.73	1.67
54.	to ensure that students are not prevented from hearing speakers presenting controversial points of view	2.09	2.03	3.44	1.40
57.	to ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)	2.24	2.11	2.83	1.54
60.	to place no restrictions on off-campus political activities by faculty or students	2.25	2.17	2.79	1.80
63.	to protect the right of faculty members to present unpopular ideas in the classroom	2.32	1.94	3.14	1.52

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
55.	to create a system of campus governance that is genuinely responsive to the concerns of all people at the institution	2.35	2.30	3.63	1.17
58.	to develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance	2.46	2.18	3.44	1.08
61.	to decentralize decision making on the campus to the greatest extent possible	2.18	1.92	2.80	1.49
64.	to assure individuals the opportunity to participate or be represented in making any decisions that affect them	2.44	2.13	3.63	1.23
56.	to maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers	2.39	2.34	3.99	1.03
59.	to maintain a climate in which communication throughout the organizational structure is open and candid	2.34	2.16	3.67	1.17
62.	to maintain a campus climate in which differences of opinion can be aired openly and amicably	2.51	2.27	3.84	1.31
65.	to maintain a climate of mutual trust and respect among students, faculty, and administrators	2.67	2.62	4.18	0.96
66.	to create a campus climate in which students spend much of their free time in intellectual and cultural activities	2.09	1.67	3.53	1.18
69.	to create a climate on the campus in which students and faculty may easily come together for informal discussion of ideas and mutual interests	2.42	2.07	3.93	0.67
73.	to sponsor each year a rich program of cultural events--lectures, concerts, etc.	2.44	2.13	3.60	1.00
76.	to create an institution known as an exciting and stimulating place	2.44	2.20	3.86	1.17

	QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
67.	to build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life	2.21	1.72	3.46	1.18
70.	to experiment with different methods of evaluating and grading student performance	2.26	2.00	3.47	1.25
74.	to experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs	2.05	1.58	3.10	1.01
77.	to create procedures by which curricular or instructional innovations may be readily initiated	2.27	1.89	3.34	1.04
68.	to encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc.	1.96	1.89	3.15	1.36
72.	to participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years	1.92	1.57	3.08	1.54
75.	to award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work	1.74	1.57	2.95	1.64
78.	to award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)	1.62	1.41	2.44	1.68

	QUESTION	$\bar{X}_{1s}$	s^2_{1s}	$\bar{X}_{sb}$	s^2_{sb}
79.	to apply cost criteria in deciding among alternative academic and non-academic programs	2.21	1.97	3.14	1.34
81.	to regularly provide evidence that the institution is actually achieving its stated goals	2.66	2.49	4.16	0.62
83.	to be concerned about the efficiency with which college operations are conducted	2.65	2.47	4.25	0.57
87.	to be accountable to funding sources for the effectiveness of college programs	2.38	2.29	3.79	1.08
12.	to ensure that students who graduate have achieved some level of reading, writing, and mathematics competency	2.65	2.56	4.18	0.77
71.	to maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies	2.17	1.68	3.23	1.39
80.	to maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)	2.69	2.42	4.05	0.76
82.	to carry on a broad and vigorous program of extracurricular activities and events for students	2.55	2.11	3.50	1.15
84.	to be organized for continuous short-, medium-, and long-range planning for the total institution	2.56	2.44	3.89	0.94
85.	to include local citizens in planning college programs that will affect the local community	2.43	2.35	3.75	0.98
86.	to excel in intercollegiate athletic competition	2.42	2.21	3.00	1.31

QUESTION	$\bar{X}_{is}$	S^2_{is}	$\bar{X}_{sb}$	S^2_{sb}
88. to create a climate in which systematic evaluation of college programs is accepted as an institutional way of life	2.38	2.19	3.67	1.02
89. to systematically interpret the nature, purpose, and work of the institution to citizens off the campus	2.23	1.90	3.52	0.92
90. to achieve consensus among people on the campus about the goals of the institution	2.29	2.23	3.73	0.92

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